

South Dakota's Plan to incorporate RtI in Schools.

- Have an application process for six schools to be selected by a committee.
- A workgroup will meet in July to be trained in the RtI process.
- Establishment of coaches to meet with school personnel for assistance.
- The coaches will report to the state monthly on issues and progress.
- Schools will select Curriculum based upon Scientifically Based Research.
- Have an ongoing collaboration with Reading Recovery, Title, and Special Education.

Questions about RtI

- 1) Do schools have to use RtI?
No, schools have the choice between using RtI or the Severe Discrepancy Model.
- 2) Can we create our own model?
Yes, you can create your own model as long as it contains the required components. RtI can be used to determine eligibility for SLD.
- 3) Whom do we contact if we have more questions?

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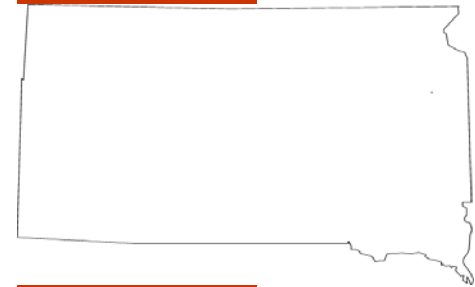
Ray Tracy
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or Write
700 Governors Drive
Pierre, SD
57501



Response to Intervention:

The South Dakota Model



In August 2006, IDEA (Individuals with Disabilities Education Act) was reauthorized by Office of Special Education Programs. With this reauthorization, states must offer an option in addition to the severe discrepancy model. The US Department of Education endorsed the Response to Intervention approach for identifying students with a specific learning disability.

What is RtI?

RtI is the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

Strengths of Using RtI

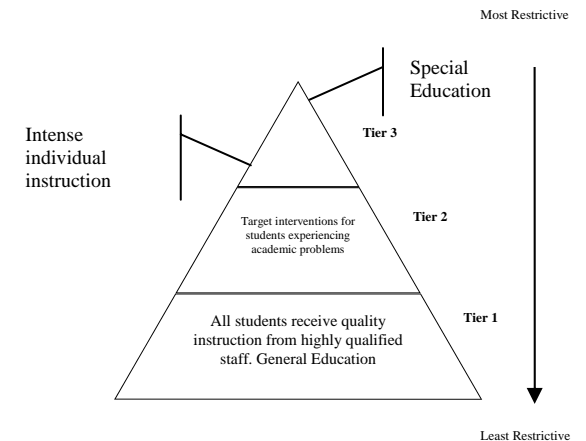
- Whole school delivery system;
- Uses data for instructional decisions;
- Frequent progress monitoring;
- The student receives help immediately and does not wait for failure;
- Provides support to teachers throughout the process;
- Improves instruction;
- Schools that have used it have increased their Annual Year Progress (AYP).

South Dakota Model: Core Principles of RtI

According to NASDSE, an understanding of the core principles is essential to guide practice.

- We can effectively teach all children.
- Intervene early
- Use a multi-tiered model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model.
- Use research-based interventions
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three different purposes. (screening, diagnostics and progress monitoring)

Three Tiered Model



The Multi-Tiered Academic System

Tier 3

SBR Core or Replacement Core Curriculum

- Progress monitor weekly
- SBR Intensive interventions
- Required for 5% of students

Tier 2

SBR Core Curriculum

- Progress monitor two times per month
- SBR strategic interventions
- Required for 10-15% of students

Tier 1

SBR Core Curriculum

- Universal screenings of all students three times per year
- Additional instructional strategies
- Successful for 80-85% of students